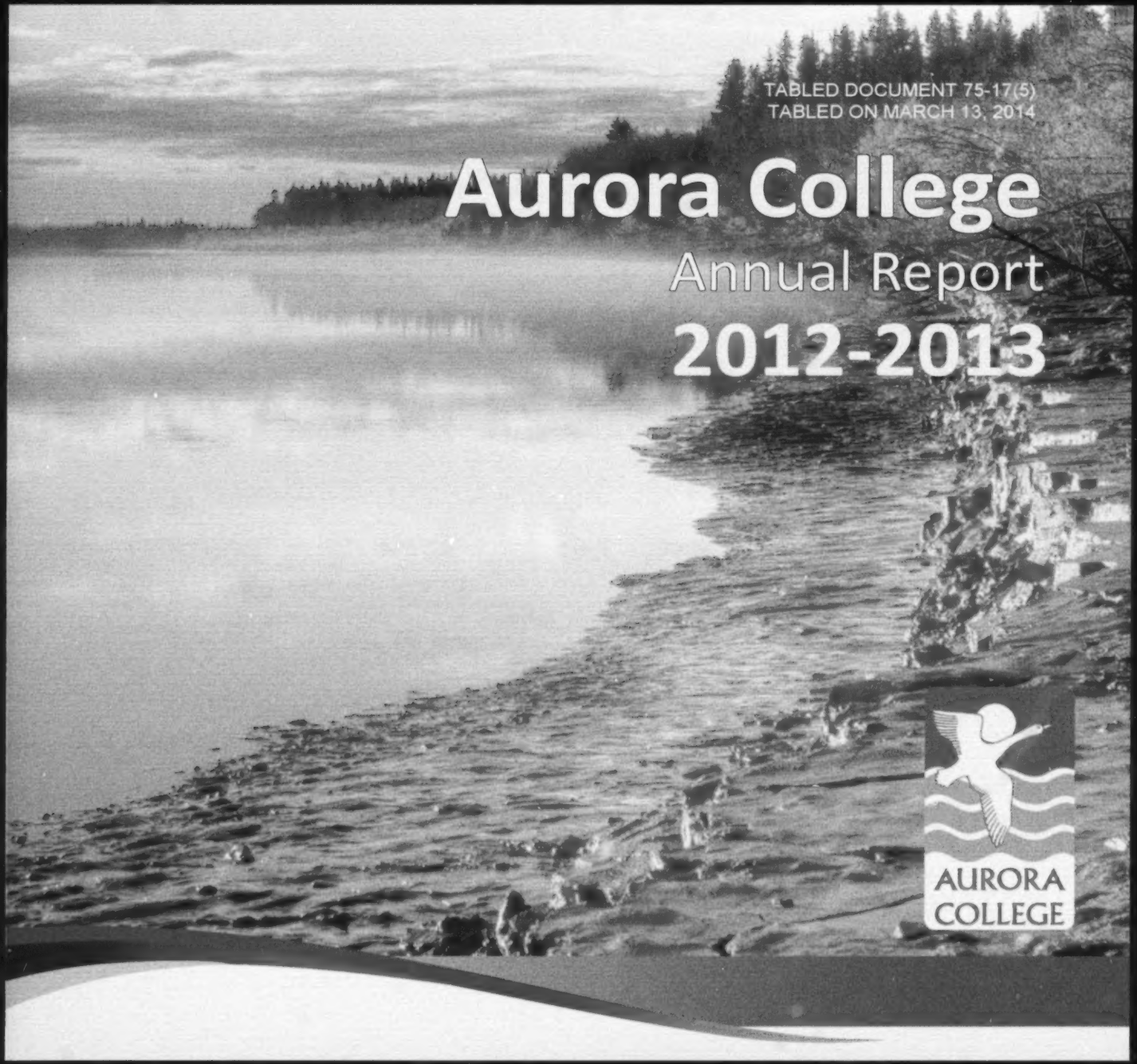

TABLED DOCUMENT 75-17(5)
TABLED ON MARCH 13, 2014
Aurora College
Annual Report
2012-2013
AURORA
COLLEGE

Aboriginal Language and Cultural Instructor (ALCIP) students and instructors share laughs and games

AURORA COLLEGE

Mandate and Purpose

(Aurora College Act R.S. N.W. T. 1988, cA-7, s3)

The purpose of Aurora College is to deliver adult and post-secondary education, including the delivery of university-level programs and granting of prescribed university degrees and applied bachelor degrees.

Mission Statement

Aurora College is focused on Student Success and is committed to supporting the development of our Northern society through excellence in education, training and research that is culturally sensitive and responsive to the people we serve.

Our Values

Together, we are creating a vibrant, Northern college that is committed to excellence in education and research and fosters understanding and respect among all Northern people.

We will continue to do this by:

- Serving students in the best way possible, offering a seamless transition between high school, work, college and university;
- Nurturing critical thinking skills and problem-solving abilities;
- Offering a full spectrum of post-secondary education, qualifying Northerners to work or to go on to further education anywhere in Canada;
- Respecting and celebrating Aboriginal cultures and linking modern and traditional lifestyles;
- Supporting innovation in education and research;
- Ensuring research and post-secondary education are well integrated, through strong partnerships with industry, communities, governments and other educational institutions;
- Recognizing our role in supporting the governance and economic development of Northern communities;
- Attracting and retaining highly qualified Northern staff and faculty; and
- Fostering an environment of excellence in which staff, faculty and students can work and learn.

McPherson Tent

Table of Contents

Letter of Transmittal	7
Board of Governors	8
Message from the President	9
Challenges	11
Highlights	12
Programming 2012	14
Student Support Services	30
Enrolments	34
Audited Financial Statements	40

ENRTP student Loren Hu
presents his Technical pr

t Loren Hudson
chnical project

AURORA COLLEGE

Board of Governors
Office of the President
P.O. Box 1290, Fort Smith, NT X0E 0P0
Tel: (867) 872-7009 Fax: (867) 872-5143
www.auroracollege.nt.ca

November 19, 2013

The Honourable Jackson Lafferty
Minister, Education, Culture and Employment
PO Box 1320
Yellowknife, NT
X1A 2L9

Message from the Board – Aurora College Annual Report 2012-2013

Dear Minister Lafferty:

Enclosed is the 2012-2013 Annual Report for Aurora College. Our Annual Report reflects the College's strengths in providing programs and services to the people of the Northwest Territories.

As residents of this vast region, the Board members are dedicated to ensuring the delivery of quality programming to meet the ever-increasing needs of the people of the North. This college is committed to providing an educated population so that Northerners can enjoy a comprehensive quality of life. We are providing learning opportunities for all people in the region. The Board is proud of its role in delivering responsive post-secondary services and appreciates the support provided from your Ministry and looks forward to the future of Aurora College. Together, we are shaping the future of the Northwest Territories.

The Annual Report evolves each year and we look forward to working closely with the Department on further developments on the structure, layout and content of the Annual Report

Yours truly,

Sydney O'Sullivan
Chairperson, Board of Governors
Aurora College

c. Deputy Minister, Education, Culture & Employment
President, Aurora College

Board of Governors
(as of June 30, 2013)

Sydney O'Sullivan	Chairperson	South Slave Representative
Ethel Blondin-Andrew	Member	Sahtu Representative
Priscilla Canadien	Member	Dehcho Representative
David Miller	Member	Yellowknife Representative
Helen Sullivan	Member	Beaufort Delta Representative
Vacant	Member	North Slave Representative
Paul Andrew	Member	Elder Representative
Margaret Dumkee	Staff Representative	Thebacha Campus
Mickey Ipana	Student Representative	Aurora Campus

Message from the President

The academic year 2012-13 was a challenging one for Aurora College, filled with transition and change. I was appointed Interim President in early July 2012 and remained in that position until my appointment was made permanent in December. Early in the year, both vice president positions went out to competition and were not filled with permanent employees until after the end of the academic year. The Chair positions with the School of Business and Leadership and the School of Trades, Apprenticeship and Industrial Training were vacant most of the year; only the Business and Leadership chair has been filled. As well, a number of managers, regional program heads and senior instructors retired, resigned or went on leave in 2012-13. The vacancies and new hires created gaps in service and lost time due to employees learning new positions or holding temporary positions. However, it also created a number of exciting opportunities to bring in fresh talent, ideas and perspectives to the College. We have a relatively new Senior Leadership Team; more than half of the team has been in senior leadership at Aurora College less than three years.

As well, the Department of Education commissioned an assessment of Aurora College, to look at roles and responsibilities, the new organizational structure and current operations, and to make recommendations for strengthening Aurora College. The idea of the assessment created some stress and anxiety among faculty and staff members, as many people were unsure of the scope and purpose. As of the end of the 2012-13 academic year, the assessment had not yet been released.

Despite the many challenges and obstacles faced by Aurora College in 2012-13, the primary focus of the organization remained solidly on student success. There is always room for improvement, but we also have had many incredible successes in all program areas. Our students continue to excel in a number of

Jane Arychuk, Aurora College President

areas and go on to become successful leaders, business owners, employees and citizens. Many begin their academic journey close to home with Aurora College before venturing south to further their education. We are proud to be a part of each and every student's journey and growth.

Students at Aurora College are an illustration of the diversity of educational needs in our territory. Approximately half of our students are enrolled in the School of Developmental Studies, which delivers courses and programs that help individuals either prepare for further education or enhance literacy skills for use in their jobs or daily lives. At the other end of the spectrum, the Master of Nursing – Nurse Practitioner program increases the skill level and education of practicing nurses, who then can provide an even higher level of health care.

It has been a challenging year at Aurora College, with a great deal of adversity. But out of challenge come opportunity, innovation and creativity, and out of adversity come strength, perseverance and renewed vigour. I believe that is the path Aurora College is on, and am looking forward to building upon our past successes.

Aurora Campus (Inuvik) boardroom

Staffing

Through much of 2012-13, a large number of senior and key positions were vacant or were in the process of being filled. This created issues with meeting the needs of students and partners, leaving some important tasks undone, and significantly increasing the workload of many staff members. In addition, it was difficult to move the College forward, as the positions of President, Vice President of Education & Training, Vice President of Community & Extensions, Chair of Business and Leadership, Chair of Trades, Apprenticeship & Industrial Training, Manager of Program Development & Evaluation and a large number of positions in the Student Services division were vacant or put out to competition during the year. For the most part, this issue has been addressed; most key positions have been filled.

Student Record System

The Student Record System (SRS) remains a challenge and frustration for many divisions of Aurora College. It cannot produce the data or metrics required to create necessary reports. Information is not easily accessible, so what should be simple tasks become complicated and labour intensive. Inadequacies with the SRS lead to delays in processing, inputting and extracting information, as well as questions about the accuracy of data in some instances. As well, inefficiencies with the SRS make it difficult to meet reporting obligations of funding partners, such as CanNor.

Increased Competition

Post-secondary education has become a global commodity. With the advent of on-line and distance education, students can study virtually anywhere in the world without leaving their homes. To adapt to this shift, many universities and colleges are becoming more specialized. It is imperative for the future of Aurora College that programs are kept relevant and attractive to Northerners. Current efforts to achieve this focus on maintaining and enhancing a culturally relevant curriculum, providing support systems for our students, and working with industry and community partners to ensure our programs provide students with the skills they need to be successful in their careers and lives.

Year to Year Budgeting

The current budget process creates difficulties in recruiting students and faculty for the Masters in Nursing – Nurse Practitioner program. In this highly specialized program, students plan several years in advance, prior to committing to leave their jobs as Registered Nurses and take on two years of full-time studies. Faculty are impacted by not knowing from year to year whether they will have full-time work in the fall, and they may be lost to the College as they have opportunities to work elsewhere with more job security. As the funding is decided on a year-to-year basis, Aurora College is unable to guarantee that students who begin their program in Yellowknife will be able to complete their Nurse Practitioner education in the north. If the funding is not approved, students may have to transfer to our partner institution, Dalhousie University, in Nova Scotia, or wait another year and hope there will be funding then. It is difficult to build a successful, stable multi-year program when funding is in question every year.

Distributed Campus Model

In order to meet the diverse needs of Northerners and to reach students throughout the NWT, Aurora College operates on a distributed campus model, with three campuses and 23 Community Learning Centres. This model requires more capital, infrastructure, operational investment and staff than similar-sized institutions with fewer facilities. While the model allows Aurora College to deliver programming in nearly every community in the NWT, it is challenging to ensure equitable programming due to variations in the resources available in each community. A key benefit to the distributed campus model is that students are able to stay closer to their homes and families, which provides support and increases retention.

Aurora College Highlights

There was much cause for celebration at Aurora College in 2012-13, including staff members and students receiving prestigious awards, academic excellence recognized for several students, on-the-land and cultural programs, and exciting research taking place through the Aurora Research Institute.

2012 2013

ALBE student tops in NWT exams

A Yellowknife-based student in the Developmental Studies program was lauded for achieving the highest marks in the NWT on two Grade 12 departmental exams. Michelle Bourke received gold medals for the top marks in English Language Arts 30-2 and Social Studies 30-2, out of all NWT students who wrote the exams in June 2013.

Traditional Arts Program Thriving in Aklavik

Although designed to be delivered in a larger centre, the Traditional Arts Program was reworked to run in the community of Aklavik, and has been well received. The program marries the history and skills of traditional Aboriginal Art with the knowledge and skills required to run a successful small business. By the end of 2012-13, five modules had been offered. Students have honed their entrepreneurial and artistic skills, and have created beautiful traditional artwork such as moccasins and mukluks, moose and caribou hair tufting, fish scale art and quillwork.

NWT Education Hall of Fame

Anne-Mieke Cameron, who teaches various levels of English courses at the Yellowknife North Slave Campus, was inducted into the NWT Education Hall of Fame, receiving the Minister's Choice Award. She joined Aurora College four years ago after more than 35 years as a teacher and administrator in the K-12 school system. In one of life's ironies, she was inducted by a former student: current NWT Minister of Education, Jackson Lafferty.

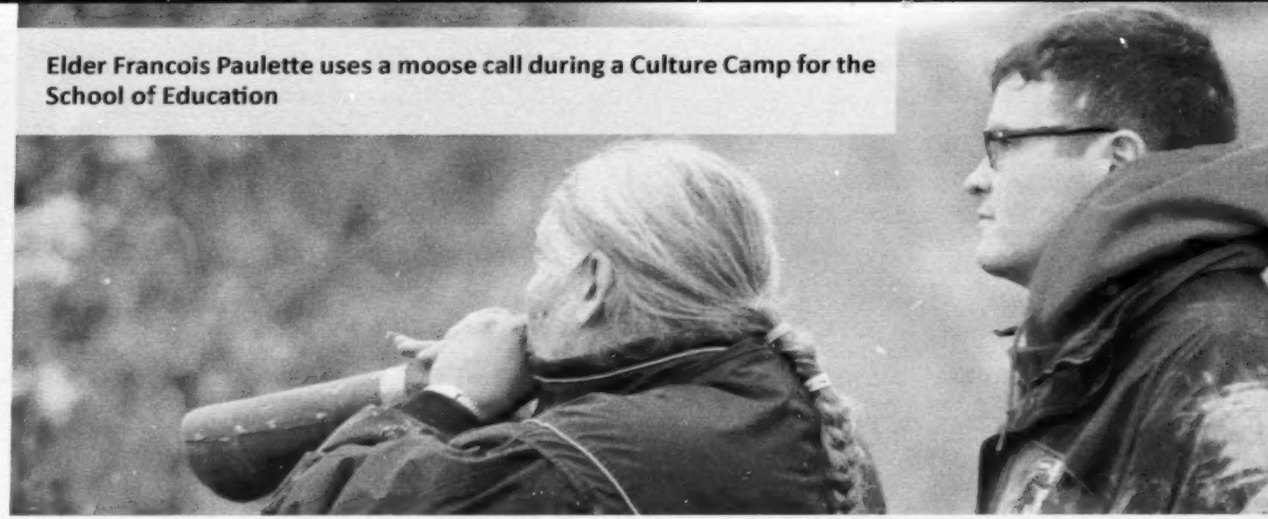
Trades Student First in Canada

Electrical apprentice Richard Nearly took home a gold medal from the annual Skills Canada Competition. He won the medal after a two-day competition that tested his ability in residential and industrial electrical work. Nearly has been attending Aurora College for the academic portions of his electrical apprenticeship training.

Ministerial Literacy Award

The Literacy Outreach Centre in Yellowknife was presented with the Ministerial Literacy Award – Organization Category for its efforts make positive changes related to literacy issues. A partnership between Aurora College's Yellowknife North Slave Campus and Yellowknife Association for Community Living, the centre provides literacy services for adults who have low literacy levels. It works closely with other community organizations such as the Salvation Army, Healthy Family Centre, the Centre for Northern Families, the Women's Shelter, YWCA, Yellowknife Public Library, the Baker Centre, NWT John Howard Society and Aven Manor. Collaborations with businesses and agencies such as BHP Billiton, NWT Literacy Council and the United Way of Yellowknife help fund materials and supplies for outreach activities. The Literacy Outreach Centre strives to ensure inclusive, accessible, relevant programs and services that will help improve the quality of life for clients.

Elder Francois Paulette uses a moose call during a Culture Camp for the School of Education



Premier Calls Student a "Role Model'

Aurora College student Karra Dillon was called a "role model" by Premier Robert McLeod in a news release announcing her as the 2012 NWT recipient of the Council of the Federation Literacy Award. The annual award celebrates outstanding achievement, innovative practice and excellence in literacy. Dillon recently received her certificate from the Aboriginal Language and Cultural Instructor Program, and is upgrading prior to applying to the Bachelor of Education program. An "emerging speaker" at the beginning of her program, the Tuktoyaktuk native was well on the way to becoming fluent in Siglitun Inuvialuktun by the end of her program.

Outer Space-Inspired Food Production Research - ARI

Creating the most volume- and energy-efficient food production system in the world could become a reality in the NWT. Aurora Research Institute (ARI) completed a pre-feasibility study to assess market and technological potential of high efficiency modular food production systems, known as farm stations. Originally developed for space exploration, farm station technology is well suited to the north's extreme temperatures and extended periods of low light. The study suggested that a year-round modular farming business could be economically viable, and three communities are being considered for a pilot facility. ARI has been collaborating with University of Guelph Controlled Environment Research Facility and COM DEV Canada on the project, which has been funded by CanNor and GNWT-ITI.

Youth Leadership Symposium

The third annual NWT Youth Leadership Symposium was hosted at Thebacha Campus in May. More than 70 students from across the territory attended a variety of workshops that exposed them to different career options and to many of the programs available at Aurora College.

School of Arts & Science

Community-Based Training

There were four community-based Environmental Monitor Training programs delivered last year to a total of 35 participants in Fort Simpson, Lutsel K'e and Inuvik as well as Fort Chipewyan, Alberta. All four were delivered in partnership with local communities and industry. In Fort Simpson, five students completed the program, which was delivered in collaboration with Canadian Zinc Corporation and the NWT Mine Training Society. The top three students in Lutsel K'e participated in a two-week work placement at Diavik Diamond Mines, designed to give the students a head start in their careers. Eleven people enrolled in a program specific to training monitors for the new road construction between Inuvik and Tuktoyaktuk. Early in 2013, First Nations groups in Fort Chipewyan, Alberta, requested delivery of a training program for the new Joint Oil Sands Monitoring (JOSM).

Environment and Natural Resources Technology

Students at Thebacha campus were involved in several field camps designed to integrate scientific methodology with traditional knowledge and traditional land skills. These were instructed by community Elders, regional experts and Aurora College staff. Partnerships with industry and government continue to be strong and these provide much added value to academic programming through direct involvement in classroom activities and field work.

2012-2013 saw four students successfully graduating from Thebacha Campus with ENRTP diplomas. Employability remains strong across the territory for ENRTP graduates: two graduates found work in the environmental sector and two accepted seasonal positions and are pursuing further education at southern universities. Enrolment and student retention continues to increase. There is a significant increase in accepted applicants for the 2013-14 year, and 11 students are enrolled for second year in 2013-14.

Aurora Campus

ENRTP was not offered at Aurora Campus in 2012-2013. The program operates on a three-year cycle: 2012-13 was the ENRTP Access year, which academically prepares students to enter the diploma program. First year will be offered at Aurora Campus during 2013-14.

Thebacha Campus

Field camps continue to be a highlight for Thebacha Campus students. They developed skills in ecology, fisheries, geology, limnology, and water sampling in combination with safety skills and map and GPS navigation techniques. Local elder Jane Dragon spent several evenings working with staff and students at the Tsu Lake Field Camp. The Department of Environment and Natural Resources continues to be heavily involved in the fall field camp, with staff training students in forestry techniques and oil-spill containment. In October, second year students were trained and certified in the Canadian Aquatic Biomonitoring Network (CABIN) protocol, which focuses on the health and abundance of benthic invertebrates in local streams and rivers across Canada.

Every year, ENRTP students at Thebacha Campus complete a Winter Field Camp as a culmination of their studies. Students had the opportunity to apply the skills they learned in the classroom in a practical setting on the land, and work with wildlife under the tutelage of local hunter, Earl Evans. Students undertook sampling techniques for caribou harvesting and performed necropsies, working alongside a biologist from the Department of Environment and Natural Resources. Population analyses and segregation methods were conducted by qualitative observation and aerial surveys during the camp. As well, students spent two nights demonstrating their on-the-land emergency skills such as shelter building and survival techniques. Meat from the harvested animals was distributed to elders throughout the community.

School of Business & Leadership

Three programs are offered through the School of Business and Leadership: Business Administration (Certificate and Diploma), Office Administration (Certificate and Diploma) and the Northern Leadership Development Program (NLDP).

Graduates of the Business Administration Program and the Office Administration Program continue to be highly sought after as employees by Aboriginal Governments, the GNWT, the Government of Canada, businesses (large and small), and non-profit organizations. The NLDP provides leadership training for employees of industry-related NWT organizations.

Nearly half of the 2012-2013 Aurora College graduates were enrolled in the Business Administration Program or the Office Administration Program. There were 19 graduates of the Business Administration Certificate, 21 graduates of the Business Administration Diploma, and 20 graduates of the Office Administration Certificate.

Faculty members of the School continue to be involved in professional development initiatives and conferences in order to maintain and increase their academic and professional credentials. This enables them to stay current in their fields of study and in educational practices, so that they can develop relevant curriculum and present stimulating learning experiences to their students. The instructors in the School continue to integrate appropriate technology into their course delivery to support student success.

A Chair for the School of Business and Leadership was hired in June, 2013. This will facilitate the undertaking of new initiatives within the School, which should lead to further development and updating of the existing programs.

Business Administration

The Business Administration Program continues to attract students who are interested in pursuing business careers. Thebacha Campus and Yellowknife North Slave Campus offered both years of the Program in the 2012-2013 academic year during the daytime; Yellowknife North Slave Campus offered some courses in the evening. Aurora Campus offered the second year of the Program during the evening. Students may complete the Program on either a full-time or a part-time basis. There were 19 graduates in the 2012-2013 academic year and 21 Business Administration Diploma graduates. Three of the 40 Business Administration graduates were from Aurora Campus, 18 from Thebacha Campus, and 19 from Yellowknife North Slave Campus. The School has signed articulation agreements for the Business Administration Diploma Program with several universities. A Memorandum of Understanding was signed with the Certified General Accountants

Association of NWT/Nunavut that provides Business Administration Diploma graduates with advanced standing in the CGA Program, which is internationally recognized.

Office Administration

The Office Administration Program continues to be popular. The first year of the Program was offered at Aurora Campus and Thebaca Campus in the 2012-2013 academic year. Courses in the Program help students develop the skills that are required by employees to work in a variety of types of offices, with an emphasis on the development of basic office and computer skills that will enhance the unique work environments of the north. There were 20 Office Administration Certificate graduates for the 2012-2013 academic year from the two campuses. Most of them found relevant employment or continued their studies.

Northern Leadership Development Program

The Northern Leadership Development Program is designed for employees in "front line" positions in industry-related organizations in the NWT. The NLDP is also relevant to people in new supervisory or management roles, such as team leaders or supervisors. The NLDP consists of eight 21-hour modules which include: Personal Development/Coach Mentoring, Communication Skills, Effective Personal Leadership, Effective Team Leadership, Managing in the Middle, Problem Solving and Decision Making, Culture and Diversity in the Workplace, and Conflict Resolution.

The Northern Leadership Development Program was delivered for the first time in May 2011, with 23 participants from various industrial related positions in NWT organizations. The second offering of the NLDP had 17 participants who graduated in December 2012. The third offering, with a cohort of 18 participants, is in progress and will conclude in December 2013.

School of Education

Aurora College School of Education includes the following programs: Bachelor of Education, Aboriginal Language and Cultural Instructor (ALCIP), Teacher Education Diploma, Certificate in Adult Education, and Early Childhood Development. Depending upon community needs, some programs are offered part-time and/or through distance education. ALCIP can be delivered in various communities across the territory. Currently, the Bachelor of Education is only offered at Thebacha.

Bachelor or Education (Thebacha Campus)

This unique degree program continues to support the growth and development of educators for the NWT who have a strong grounding in the traditions and culture of the territory. The Bachelor of Education degree is offered in cooperation with the University of Saskatchewan and is recognized across the country. This year, third and fourth year students enrolled in the Legal and Institutional Contexts of Education course participated in roundtable discussions with ECE staff abuot teh GNWT Education Renewal Initiative. They also attended sessions at the Prince of Wales Museum to learn about cultural and educational programs offered by the museum. Fall and winter culture camps took place and saw students take part in activities such as: fishing, snaring rabbits, harvesting grouse, making dry fish, learning about medicinal plants, participating in Sunrise ceremonies, and learning more about traditional northern culture. Students also attended a presentation about Fetal Alcohol Syndrome Disorder and learned how to better support inclusive schooling practices. In the spring, Bachelor of Education instructors were actively involved in planning and delivering the NWT Youth Symposium held at Thebacha Campus, allowing them an opportunity to promote the program and profession to potential Aurora College students.

Teacher Education (Aurora Campus)

Beaufort Delta Community Education Program (Year 2)
All ten students enrolled in the second year of the Teacher Education Program were Northern Aboriginal students from throughout the Beaufort Delta. They had many opportunities throughout the year to engage with regional educational leaders. Students attended presentations which covered topics such as: curriculum benchmarks, English Language Arts initiatives, the importance of culture-based education, mathematics initiatives, new classroom technologies, and music instruction. An eight-week full-time internship in Beaufort Delta Education Council schools rounded out the year.

Aboriginal Language and Cultural Instructor (ALCIP)

In 2012-13, three part-time ALCIP courses were delivered in conjunction with Divisional Education Councils and ECE. Two of the classes were delivered via intensive two-week sessions in Yellowknife. Students from around the territory gathered to share and learn as a group. This delivery method proved quite successful

for learners. During the 2012-13 academic year, 70 students from every region of the NWT successfully completed ALCIP courses. The success of the ALCIP program is dependent on developing true community partnerships.

Early Childhood Development

The program is offered on a part-time, distance education basis. Most courses are via teleconference, but work is being done to offer more face-to-face classes. The majority of students work full-time in daycare, pre-school or Aboriginal Head Start programs. All textbooks used are Canadian with Aboriginal content. Three workshops were delivered in Inuvik, Yellowknife and Hay River, which were well attended. Research into alternative delivery modes, program re-design and dual credit offerings took place this year.

Adult Education

The Certificate in Adult Education is delivered part-time and provides skills and knowledge required to work with adult learners. Many participants in this program are current Aurora College employees.

School of Health & Human Services

The School of Health and Human Services includes the following programs: Nurse Practitioner (Master in Nursing – Primary Health Care Stream), Introduction to Advanced Practice, Bachelor of Science in Nursing, Practical Nurse, Social Work, Personal Support Worker, Community Health Representative.

Master of Nursing – Nurse Practitioner Stream

In 2012-13, three students graduated from the Master in Nursing program, Nurse Practitioner (MN-NP). All passed the national certification exam. As of June, ten applications were received for September 2013 and four were accepted. The MN-NP program underwent the five-year review and approval by the Registered Nurses Association of the Northwest Territories and Nunavut this spring and received a five-year approval rating.

Introduction to Advanced Practice

The six-week Introduction to Advanced Practice for Registered Nurses working in isolated communities was offered twice in the 2012-2013 academic year. This course has has gained an excellent reputation across the country for the development of clinical reasoning and judgment, and advanced health assessment skills. Employers of IAP graduates have reported that the knowledge, skills, and confidence levels are significantly improved.

Aurora College has been contacted by other jurisdictions regarding the IAP program and Health Canada, Pacific region has enrolled employees. Registered Nurses working for Health Canada who have taken IAP have been successful in challenging the Rural & Remote Certification exams required by their nursing association or College. The faculty is in the process of developing a distance delivery format for the Introduction to Advanced Practice. This project was initiated in response to the need to make advanced nursing education accessible to more northern nurses.

We are a small faculty with high hopes and plans for advanced nursing education in the North.

Bachelor of Science in Nursing

The Bachelor of Science of Nursing (BSN) program had its largest number of graduates in the 2012-2013 academic year: 26 graduates including the very first Post RN Diploma-BSN graduate. This large graduating class participated in innovative clinical placements including new practice experiences at Stanton Territorial Hospital, BHP Mines as well as placements with partners in Inuvik, Hay River, Fort Smith and Lutselk'e.

Some of the projects undertaken by third year students in the Nursing Practice VI course were working with local schools and the Department of Health to deliver brain injury prevention programming, mentoring students in the nursing lab, gathering mental health resources for use in the community and assessing the health needs of the Aurora College student population. Second and first year students partnered with local schools to deliver smoking cessation programs and other health promotion programs.

The BSN Evaluation Committee completed program evaluations, gathering data from employers, graduates and students. BSN faculty are engaged in research, presented at several national conferences and had publications in international nursing journals. The BSN program also underwent its five-year review and approval by the Registered Nurses Association of the Northwest Territories and Nunavut this spring.

Social Work

For the past two years, the Social Work Program has had a full intake of first year students and had a waiting list. This indicates that the program is growing. Students continue to move beyond the diploma to complete their Bachelor of Social Work (BSW) degree through the University of Regina. The majority of students complete the degree by distance, but indicate they would prefer obtaining their degree at home through Aurora College.

Aurora College renewed our agreement with the University of Regina for another five years. The relationship with our curriculum partner is strong and includes the college's continued participation on a number of university committees. We also attend, with University of Regina faculty, the annual Canadian Association of Social Work Educators (CASWE) conference.

Social work faculty continue to be involved in social justice initiatives and community research projects, including food security, intimate partner violence, and northern social work.

The spring Culture Camp was a powerful learning experience. A strong and committed group of twelve students spent one week learning on the land with elders and Yellowknives Dene First Nation resource people.

Personal Support Worker

The Personal Support Worker program, offered at the Yellowknife North Slave campus for a fifth year, graduated 11 support workers. The graduates continue to attain employment after graduation, with more employment options available in Yellowknife. Stanton Territorial Hospital and Avens continue to support the students by offering practicum experiences, and have hired a number of support workers in the past year.

For the first time, students completed practicum hours at the two Yellowknife primary care clinics, receiving positive feedback from clinic staff and patients.

The program was offered in Behchoko this academic year. The students completed their practicums in Behchoko and Yellowknife. The program was successful, graduating 19 students.

School of Trades, Apprenticeship & Industrial Training

A variety of programs and courses are offered by the School of Trades, Apprenticeship and Industrial Training, many of which are delivered in conjunction with community and industry partners. Apprenticeship training at Aurora College includes Electrician, Heavy Equipment Technician, Plumber, Carpenter, Oil Heating System Technician (OBM) and Housing Maintainer. As and when required by partners, training such as Heavy Equipment Operator, Underground Miner, Camp Cook, Kitchen Helper, Building Trades Helper, Introductory Trades, Driller's Helper and others take place at campuses or in communities. The Observer Communicator Program is offered three times per year at Thebacha Campus.

Thebacha Campus

A total of 169 students received technical training at Thebacha Campus. All four levels of Carpentry were delivered to 33 apprentices; 29 apprentices attended three levels of Electrical; Years 1 & 2 of Heavy Duty Equipment Technician attracted 15 apprentices; and 17 students took part in Pipes Trades apprenticeship programs (Plumber/Gasfitter Year 2, Housing Maintainer Year 1, Oil Burner Mechanic). The Heavy Equipment Operator program ran twice in Fort Smith, with 19 students, and abridged HEO programs were delivered to 12 students in Hay River and Fort McPherson. The Observer Communicator program saw 11 students complete the requirements. Other programs offered included Building Trades Helper and Mineral Processing.

Aurora Campus

Aurora Campus had a busy year, developing programming for the Mobile Trades Training Labs (MTTL)to include trades math, trades science and applied shop training. This is necessary to deliver courses in the communities, which has been requested by Inuvialiut Regional Corporation, Gwich'in Tribal Council, and the GNWT Department of Education. The MTTL also received upgrades to make it more adaptable for off-site training, such as improving the Programmable Logic Control and main grid, and repositioning the secondary batteries. A number of on-site and off-site programs were delivered, including: Trades Access II – Inuvik; Introductory Heavy Equipment Operator – Fort McPherson; Class 7 Driver Training – Aklavik, Inuvik and Fort McPherson; and Red Cross Instructor Training – Inuvik.

Each year Aurora College delivers academic upgrading, access and community programs at three campuses and 23 Community Learning Centres throughout the NWT. Aurora College works with local educators and/or itinerant instructors to provide adult upgrading, Adult Literacy and Basic Education (ALBE) and other skills-based programs. Many of the programs offered are in direct response to community requests and input.

Community Programming

Beaufort Delta Region

Tsiigetchic, Fort McPherson, Inuvik, Aklavik, Tuktoyaktuk and Ulukhaktok offered a spectrum of ALBE courses throughout the year. Skills Training in all communities, including Paulatuk and Sachs Harbour, included Fire Arms Safety and First Aid. Environmental Monitoring was delivered in Inuvik. Seniors' Literacy was delivered in both Inuvik and Tuktoyaktuk, and Class 7 Driver Training took place in five Beaufort Delta Communities. Aklavik offered two marketing courses – Traditional Footwear and Northern Embellishments – as part of the Traditional Arts Certificate.

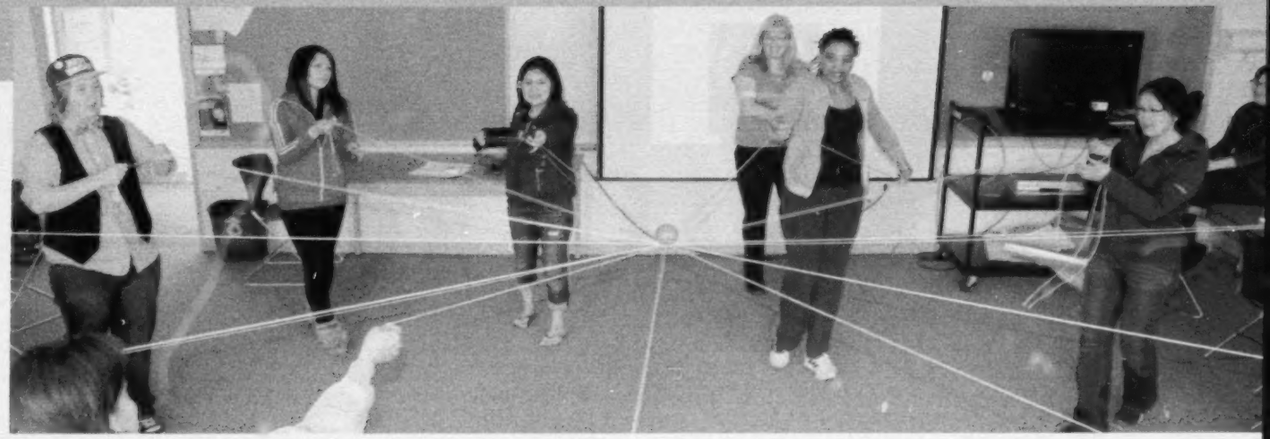
Sahtu Region

With the growing resource exploration activity, the Sahtu region is experiencing an economic boom. With the boom comes choices: register in ALBE programs to upgrade academically or accept employment opportunities that are available. To meet the needs of Sahtu residents now and in the long term, Aurora College is investigating offering more short-term employment-related courses in the communities to supplement the ALBE available at the five regional Community Learning Centres.

Colville Lake celebrated the opening of the new airport, a joint effort between Aurora College, the Department of Transport and Behdzi Ahda First Nation, which was recognized by the Premier in the Legislature on June 5, 2013. An Advanced Bookkeeping course, to upgrade skills of local employees, was offered in Norman Wells. Microsoft Office Suite training was identified by Deline and delivered. Tulita community members participated in a Simply Accounting Level 2 course. Possession and Acquisition Licence (PAL) certification was offered in Fort Good Hope and Deline so residents could be eligible for Wildlife Monitoring positions with resource exploration companies. Traditional beading, embroidery and a sewing course took place in Fort Good Hope, and Deline hosted a weekly evening 'Learn to Knit' program.

Dehcho Region

Fort Simpson, Fort Liard and Fort Providence Community Learning Centres (CLC) delivered a wide range of programs including Adult Literacy and Basic Education (ALBE), online high school courses, Class 7 Driver Training and Canadian Firearms Safety courses. Consultation and planning with Nahanni Butte, Jean Marie River, Trout Lake, Wrigley and Kakisa took place in June. During the summer, Basic Computer Literacy, Household Budgeting, other financial math modules, and Class 7 Driver Training were delivered in the small Dehcho communities that do not have CLCs.



In partnership with the Mine Training Society, several programs were delivered in Fort Simpson. These included: Environmental Monitoring, Diamond Driller Helper, Small Engine Repair, Building Trades Helper, Class 1 Driver Training, and Emergency Medical First Responder Training. Also in partnership with the Mine Training Society, a community-based Heavy Equipment Operator program was delivered in Fort Liard, while an Emergency Medical First Responder and a community-based Heavy Equipment Operator Program took place in Nahanni Butte. A Class 3 Driver Training was offered in Wrigley and community-based Heavy Equipment Operator training happened in Trout Lake. Two programs, Diamond Driller Helper and Camp Cook, were delivered at Prairie Creek Mine outside of Fort Simpson.

In partnership with the Department of Education, Culture and Employment, the Fort Simpson CLC delivered a Youth Job Readiness Program, Literacy Research Project, Chainsaw Operator Training, Workplace Training and a Never Board Game Club. Class 3 Driver Training was delivered in Fort Simpson, funded by the Labour Market & Industrial Training (LMIT) Initiative. Standard First Aid, sponsored by Dehcho Health and Social Services, was offered at the Fort Simpson CLC. The NWT Literacy Council ran a year-long Family Literacy Program in Fort Liard.

Tlicho and Yellowknife Regions

Creativity, flexibility, and practicing local and territorial partnerships are the key building blocks of the Tlicho Community Learning Centres. Aside from ongoing intake throughout the year for Adult Literacy and Basic Education, programs ranged from teleconference Dogrib classes in WhaTi to Early Childhood Development courses

in Wekweeti and Behchoko. The Adult Educator in WhaTi is developing a website for Dene fonts which compliments the Dogrib language classes. Gameti responded to the community government by providing Individual Study Projects for a work-release program that focused on work-related literacy development and skills training. The year wrapped up with programming including Introduction to Underground Mine Training, Air-brakes Certification and First Aid training in most of the communities.

Both the Yellowknife Literacy Outreach Program and Language Instruction for Newcomers to Canada continue in popularity and consistently operate at capacity. Immigrant Integration Services, operating from the Trades and Technology Building in Yellowknife, is working hard to meet the growing demands for those new to Canada and new to the NWT.

Akaitcho and South Slave Regions

In addition to the regular ALBE programming, 2012-13 saw a number of third-party funded training programs delivered throughout the Akaitcho and South Slave. The Ndilo-Dettah Community Learning Centre, in partnership with the Yellowknives Dene Band, offered "Believe in Yourself." The program combines intensive life skills and job readiness training with basic upgrading. It was highly successful. In Lutsel K'e, several short workshops were delivered, as well as Environmental Monitor Training and Introduction to Underground Mining. Fort Resolution hosted another delivery of community-based Heavy Equipment Operator, training eight local students. A partnership with ECE and ASETS saw several short courses on a number of financial topics offered in the Fort Resolution. In addition to regular programming, the K'atl'odeeche First Nation CLC focused on short-term skills-based training, such as Driver Training, and several environmental and health issue related workshops. Hay River delivered Heavy Equipment Operator and Building Trades Helper.

Continuing Education

Each campus bases Continuing Education courses on community need and interest. Aurora and Yellowknife North Slave Campuses offered a variety of general interest and non-credit employment courses, while a number of after-hours credit courses were offered at the Yellowknife North Slave Campus.

Continuing Education (Aurora Campus)

Nearly 250 people registered in and completed a continuing education classes at Aurora Campus. Courses included both Standard and Wilderness First Aid, Firearms Safety, Quickbooks Levels 1 & 2, Verbal Judo, Sewing, Photography and Photo Archiving, as well employment-related offerings such as Stepping up to Leadership, Coaching for Performance, Creative Thinking at Work, Building a Productive Team, Facilitation Skills for Team Leaders, Critical Thinking, Managing Change, and Problem Solving.

Continuing Education (Yellowknife North Slave Campus)

Several professional development programs were offered through Continuing Education in 2012-13. The ever-popular

Diploma in Supply Management Program attracted 107 participants to four technical courses and six seminars. Nine participants completed all requirements for the diploma. In cooperation with Vancouver Community College, the Leadership Certificate Program ran twice, with a total of 350 participants. Each offering consists of 13 one-day workshops. The Project Management Program also ran twice, with 133 participants. Other workshops were Verbal Judo, Effective Letter, Memo & Report Writing, Supervisory Skills, Time and Priority Management, Excel, Bookkeeping Basics, Minute Taking, Assertive Communication, Handling Difficult Conversations, Managing Conflict, Writing and Editing Skills, Effective Workplace Communications, and 10 Ways to Create a Positive Workplace. Total enrolment for these workshops was 180. A partnership was developed with Douglas College to offer the first two courses of the Essential Skills Development Program. The next two courses will be offered in 2013-14.

School of Developmental Studies

Aurora Campus

In 2012-13, the Inuvik Learning Centre offered a full slate of Developmental Studies courses including Environment and Natural Resources Technology (ENRT) Access, Teacher Education Program (TEP) Access, Nursing and Social Work Access, and Adult Literacy and Basic Education (ALBE). Fall staff and student orientation workshops were key components to a successful year. A number of students successfully completed Departmental Examinations for 30 level courses, including English, Biology and Math. The Inuvik Caribou Outreach program opened a storefront location in January 2013 and delivered English 120, Math 110 and 120, English as a Second Language, Computers for Seniors, and one-on-one tutoring. Aurora Campus also offered a Trades Access II program.

Thebacha Campus

Thebacha Campus in Fort Smith offered a wide range of courses from Literacy Outreach to Departmental Courses such as English 150, English 160, Biology 30 and Math 30-2. The campus delivered ALBE and five Access programs: Trades, Teacher Education, Business Administration, ENRTP and Nursing. The Trades Access was quite successful this year, with a large class completing the program. Students built a picnic table and benches which were donated to the Seniors in Fort Smith. Literacy Outreach expanded into the community this year with Family Literacy and Computers for Seniors programs. Both were well received and will be built on next year. A total of 64 students wrote Grade 12 Departmental Exams.

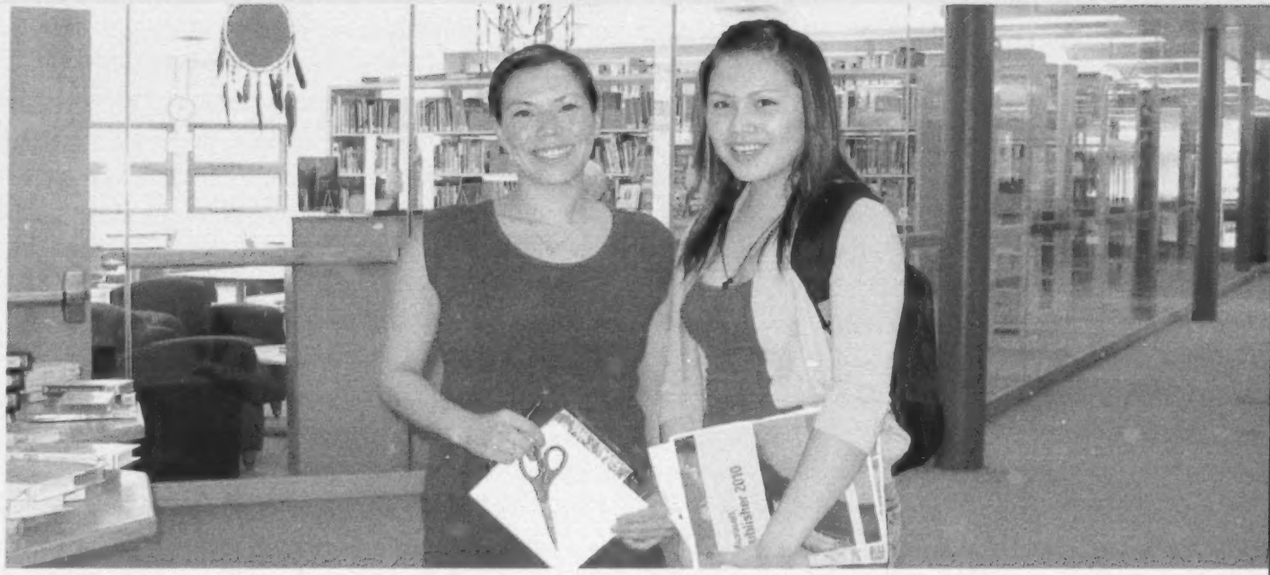
Yellowknife Campus

Developmental Studies courses at Yellowknife Campus included ALBE, Business Administration Access, Nursing Access, Teacher Education Program (TEP) Access, and Social Work Access. Evening classes were offered for English 30-1, Biology 30, Math 30-1, and Chemistry 30. A former ALBE student received the highest mark in the English 30-2 departmental exam for all of the NWT. Another highlight was a culture camp during Student Orientation. Students talked about their cultural experience all year. One of the Social Work Access students, Leslie Marie, was featured in an article in the Northern Journal. The article celebrated his success in the access program and his aspirations to become a social worker. In October 2012, the Yellowknife Literacy Outreach Program received the Ministerial Literacy Award for outstanding literacy achievements in the NWT.

Northern Adult Basic Education (NABE) Program

The Northern Adult Basic Education (NABE) Program is a multi-year agreement funded by the Canadian Northern Economic Development Agency (CanNor). NABE is designed to improve access to basic skills upgrades, including improved literacy and numeracy, so that working-age adults are better positioned to participate in the labour market.

There were a number of successes and highlights in 2012-13. These include: three draft curricula were developed; ten Adult Educators completed the first module of the Recognition of Prior Learning Practitioner Certificate offered by Red River College; 6.4 FTE Adult Educator positions were added across the NWT; a draft framework for PLAR approval process was developed and four draft courses which match



with PLAR were developed; the Nunavut Adult Placement Assessment (NAPA) tool pilot began in spring 2013; a review of Aurora College counseling services was completed; a professional development strategy was completed; three staff orientations were held for 150 staff, including Adult Educators and CLC staff; and planning is underway for the 2014 NABE tri-territorial symposium.

Ten priorities were developed to determine where NABE funding was to be allocated. Some of these priorities are: increase capacity of ALBE delivery across the NWT; ensure holistic culturally appropriate curriculum and resources are used in ALBE; finalize the PLAR process so that students can obtain an ECE-recognized NWT Secondary School Diploma; provide supports students need to succeed; provide supports Adult Educators need to succeed; provide supports ALBE system needs for success; implement innovative program design and delivery, including a focus on short, informal courses that integrate literacy, essential skills, workplace skills and life skills for lower level learners in smaller communities; build and maintain partnerships that ensure the success and sustainability of the program; ensure a pan-territorial approach to program design and delivery; and adopt rigorous accountability and evaluation practices to ensure program success and sustainability.

Student Support Services

Aurora College prides itself on the types and quality of supports provided to students. Some of the many services provided by the Student Services Department are outlined below:

Admissions and Registration

The admissions/registration office at each campus is responsible for administering student admissions, registrations and course changes and maintaining student records. This office also issues marks, transcripts, certificates, diplomas, and all other documents of recognition.

Accommodation

Aurora College has single and family housing at all three campuses. The number and types of units are outlined in the table below.

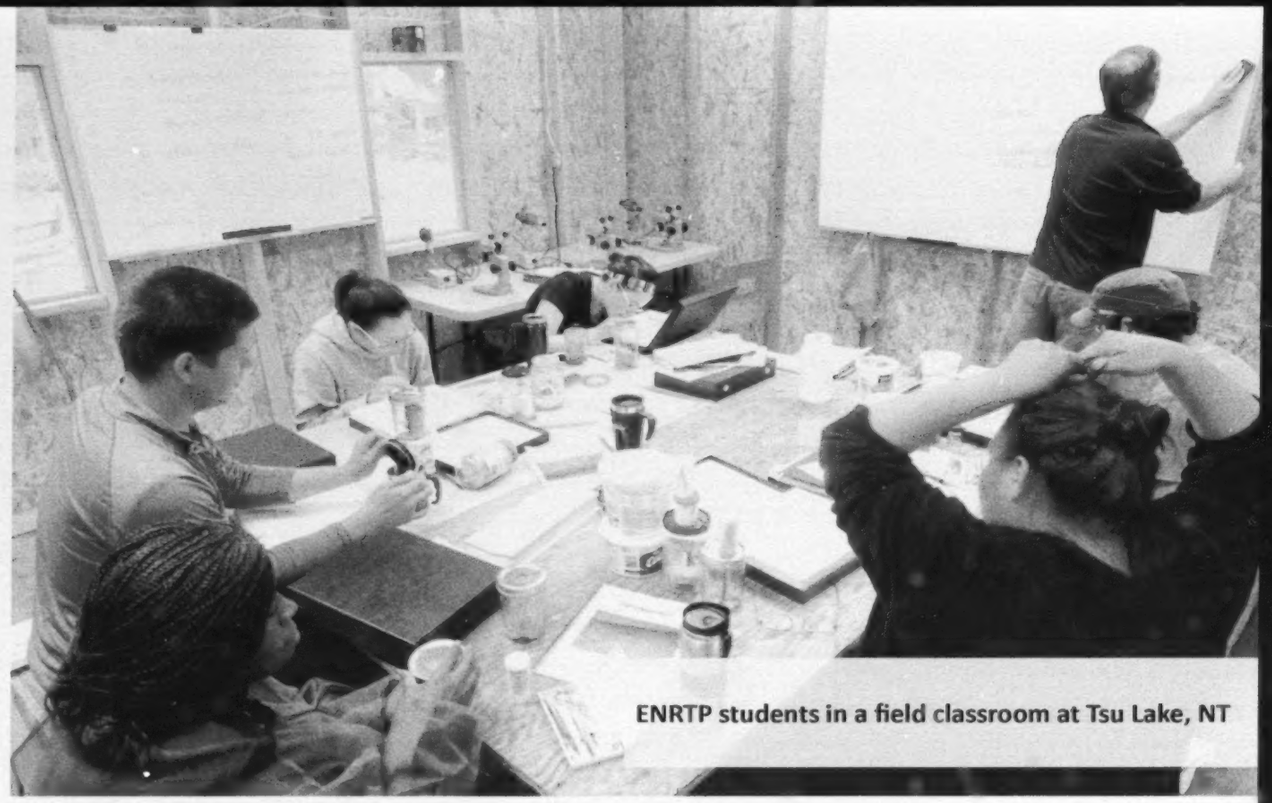
Campus Location	Type of Units	Total Number of Units
Aurora Campus	Single	30 Units
	Family	33 Units
Thebacha Campus	Single	62 Units
	Family	76 Units
Yellowknife North Slave Campus	Single	16 Units
	Family	48 Units

Student Success Centres

As part of an overall student success initiative, each of the Aurora College campuses has a Student Success Centre. These centres are equipped to assist students in achieving personal and academic success at the College. The Student Success Centres provide academic assistance to students in the form of tutoring, workshops and career counselling.

Counselling

Aurora College has trained counsellors at all three campuses to assist students with personal and other matters. In addition to one-on-one services, the counsellor offers workshops and presentations, assistance in finding on-line and community resources, and self-help materials.



ENRTP students in a field classroom at Tsu Lake, NT

Library Services

Aurora College maintains libraries at each of the three campuses and at the Aurora Research Institute. Libraries support students and staff with a full range of library services. Library collections across the three campuses include more than 25,000 books, periodicals, subscriptions, videos, Canadian and government documents, pamphlets, and CD-ROM and web-based resources. Internet access and interlibrary loan services are available at all campus locations.

Computer Labs

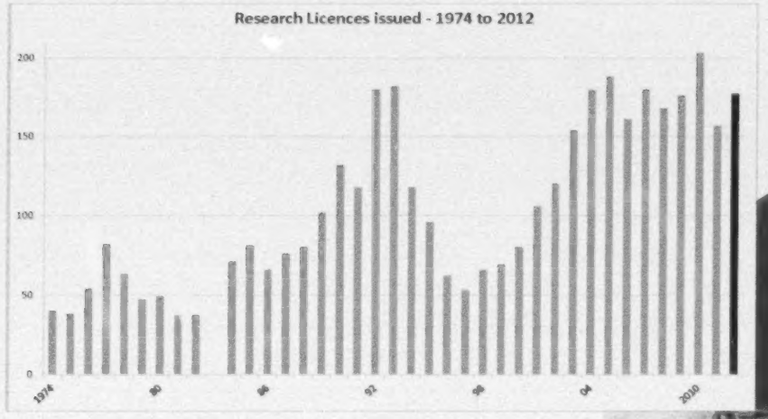
Aurora College students have access to modern, well-equipped computer labs at all three campuses. Most of the 23 Community Learning Centres also have computer labs and/or workstations. In addition, Aurora College students can establish a "myauroracollege" email account. This email service enables students and instructors to connect, and also provides an email address to students for their personal use.

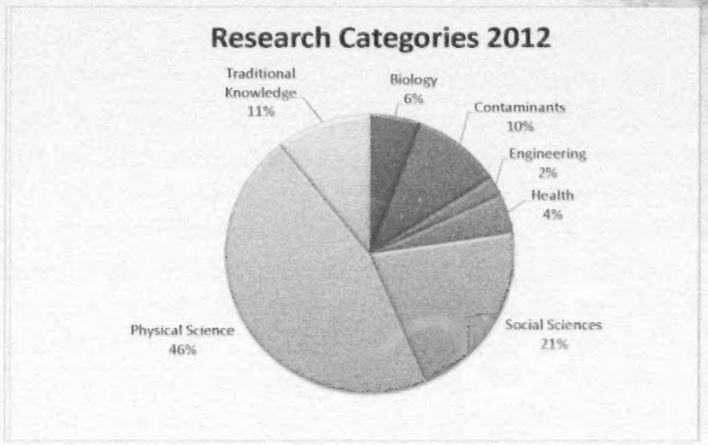
Aurora Research Institute (ARI)

Aurora Research Institute (ARI) is the research division of Aurora College and is responsible for licensing, conducting and coordinating research in accordance with the NWT Scientists Act. ARI also promotes communication between researchers and the people of the land in which they work.

The Aurora Research Institute (ARI) focused the efforts of its team on supporting research projects in the North. Often highlighted for ARI are the number of research licences issued, and facilities and logistics support provided at the Western Arctic Research Centre. This is usually indicative of the level of research activity in the North in any given year. However, the research managers at ARI are also actively involved in ongoing research projects either as principal investigators themselves or as part of various research teams. The research managers are physically located in the South Slave (Thebacha Campus), North Slave (Yellowknife Campus), and Beaufort-Delta (WARC) regions. Many of them also carry instructional duties as part of Aurora College post-secondary programs. Additionally, the research managers collaborate together to create opportunities for researchers to present at Aurora College to faculty and students, as well as through many science and outreach activities.

At the North Slave Research Centre, the Manager of Health Research instructs in the School of Health and Human Services. Some of the research projects in the area of health research that ARI has been involved in include themes such as intimate partner violence, breast feeding, and quality of life for older adults. At the South Slave Research Centre, the Manager of the SSRC and the Manager, GIS, instruct in the ENRTP and B.Ed. programs. Some of the research projects focused out of the SSRC includes themes such as water quality monitoring, biomonitoring, and northern agriculture. At the WARC, research managers and others are involved in projects including themes such as environmental monitoring, hydroecology, and fish health. While this is not an exhaustive list of the research projects with which ARI is involved, it provides an overview of some of the key areas.





Aurora Research Institute intern Jolene Lennie measures ice thickness

Enrolments

Enrolments for the 2012-13 Academic Year are shown on the next page. 2011-12 enrolments are also provided for comparative purposes.

All enrolments are converted to Full Time Equivalents (FTEs) to allow for combining full and part time students into one overall count. One full time student is equal to one FTE and full time status is defined as taking at least six (6) courses in a program over an academic year. Part time students are converted to FTEs using a ration of ten (10) courses to one FTE. Apprenticeship programs are an exception, and for these programs, four (4) courses equal one FTE.

2012-13 enrolment totals fell at all campuses in comparison to 2011-12 numbers and in most program areas. Significant exceptions were the School of Health and Human Services and the School of Arts & Science, which had higher enrolments than the previous year, and the School of Business and Leadership, which was down only slightly.

Tsu Lake Field Camp

Student Enrolment by Campus

Campus	2012-13 Full Time Equivalents	2011-12 Full Time Equivalents
Aurora	221.3	333.9
Thebacha	388.7	503.7
Yellowknife North Slave	366.2	357.4
Total College	**976.2**	**1195**

Full Time Equivalent Students by Location by Program Division

Division	Aurora	Thebacha	Yellowknife North Slave	2012-13 Totals	2011-12 Totals
Developmental Studies	118.4	107.6	55.5	281.5	352.7
Trades, Apprenticeship & Industrial Training	8.0	149.2	12.7	169.9	285.6
School of Education	10.9	41.5	6.4	58.8	94.8
School of Health and Human Services	0.0	0.0	168.0	168.0	149.8
School of Business & Leadership	28.8	40.7	54.3	123.8	127.1
Arts and Science Programs	3.2	29.7	0.3	33.2	30
Career Development	48.6	20.0	69.0	137.6	141.6
Personal Development	3.4	0.0	0.0	3.4	13.4
Total	**221.3**	**388.7**	**366.2**	**976.2**	**1195**

(Source: Registrar - Student Records System)

Aurora College Convocation 2013

Aurora Campus (Inuvik)

Thebacha Campus (Fort Smith)

Yellowknife North Slave Campus

Graduates by School

School of Business & Leadership:
Business Administration Diploma – 21
Business Administration Certificate – 19
Office Administration Certificate – 20

School of Education
Bachelor of Education – 6
Teacher Education Diploma - 1
Adult Education Certificate – 1
Early Childhood Development Certificate – 5

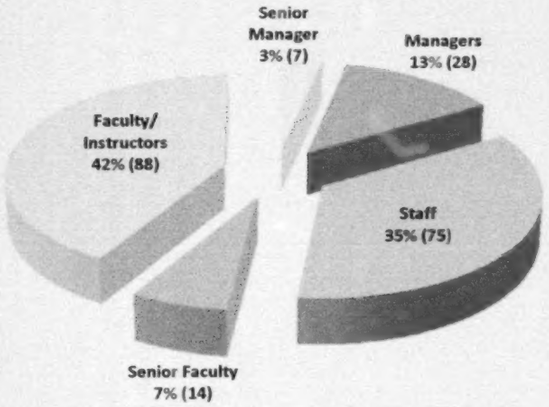
School of Health & Human Services
Masters of Nursing, Nurse Practitioner – 3
Bachelor of Science in Nursing – 26
Social Work Diploma – 4
Personal Support Worker Certificate – 30

School of Arts & Science
Environment & Natural Resources Technology Diploma – 5

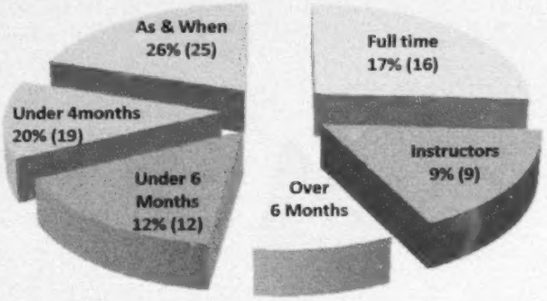
Supplementary Information

Employees

The following charts provide a breakdown of Aurora College employees.



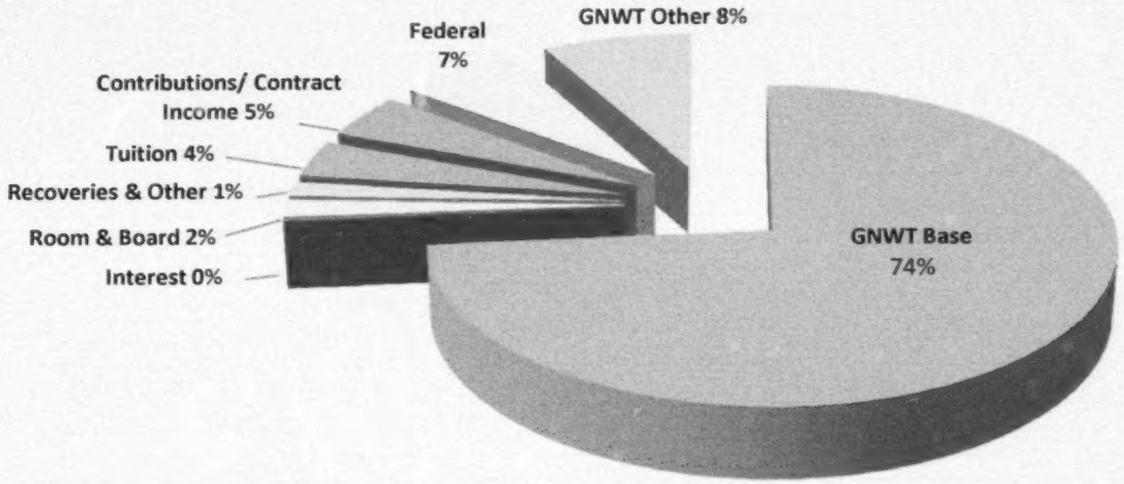
2012-13 Permanent Employees by Role at May 31, 2013 (Source: Corporate Human Services)



2012-13 Casual Employees at May 31, 2013 (Source: Corporate Human Services)

Revenue

The following chart provides a breakdown of Aurora College revenue by source.



AURORA COLLEGE
Audited Financial Statements

Management Statement.....41
Auditor's Report.....42
Statement of Financial Position.....44
Statement of Operations 45
Statement of Change in Net Financial Assets.....46
Statement of Cash Flows.....47

AURORA COLLEGE

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of the Aurora College (the "College") and all information in this annual report are the responsibility of the College's management and have been reviewed and approved by the Board of Governors. The financial statements have been prepared in accordance with Canadian public sector accounting standards and include some amounts that are necessarily based on management's best estimates and judgment. Financial information presented elsewhere in the annual report is consistent with that contained in the financial statements.

In discharging its responsibility for financial reporting, management maintains and relies on financial and management control systems and practices which are designed to provide reasonable assurance that transactions are authorized and recorded, proper records are maintained, assets are safeguarded, and the College complies with applicable laws. These controls and practices ensure the orderly conduct of business, the timely preparation of reliable financial information and adherence to the College's statutory requirements and policies.

The Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises this responsibility through the Finance Committee of the Board, which is composed of a majority of members who are not employees of the College. The Finance Committee meets regularly with management and the external auditors. The external auditors also have full and free access to the Finance Committee.

The College's external auditor, the Auditor General of Canada, audits the financial statements and issues his report thereon to the Minister of Education, Culture and Employment.

Jane Arychuk
President, Aurora College

Aranka Raffai
Director of Finance, Chief Financial Officer

Fort Smith, Canada
November 19, 2013

Auditor General of Canada
Vérificateur général du Canada

INDEPENDENT AUDITOR'S REPORT

To the Minister of Education, Culture and Employment

Report on the Financial Statements

I have audited the accompanying financial statements of Aurora College, which comprise the statement of financial position as at 30 June 2013, and the statement of operations and accumulated surplus, statement of change in net financial assets and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of Aurora College as at 30 June 2013, and the results of its operations, changes in its net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Report on Other Legal and Regulatory Requirements

As required by the *Financial Administration Act* of the Northwest Territories, I report that, in my opinion, the accounting principles in Canadian public sector accounting standards have been applied on a basis consistent with that of the preceding year.

Further, in my opinion, proper books of account have been kept by Aurora College and the financial statements are in agreement therewith. In addition, the transactions of Aurora College that have come to my notice during my audit of the financial statements have, in all significant respects, been in accordance with Part IX of the *Financial Administration Act* of the Northwest Territories and regulations, the *Aurora College Act* and regulations and the by-laws of Aurora College.

Guy LeGras, CA
Principal
for the Auditor General of Canada

19 November 2013
Edmonton, Canada

AURORA COLLEGE
STATEMENT OF FINANCIAL POSITION
as at June 30, 2013
(in thousands of dollars)

	2013	2012
Financial assets		
Cash and cash equivalents (Note 4)	$ 9,490	$ 7,231
Accounts receivable (Note 5)	2,476	2,337
	11,966	9,568
Liabilities		
Accounts payable and accrued liabilities	1,862	1,592
Employee leave payable	1,565	1,794
Deferred project income	329	383
Due to the Government of the Northwest Territories	1,817	1,097
Employee future benefits (Note 6)	1,970	1,859
Professional development fund (Note 7)	1,907	1,797
	9,450	8,522
Net financial assets	2,516	1,046
Non-financial assets		
Prepaid expenses	638	275
Tangible capital assets (Note 8)	6,044	6,657
	6,682	6,932
Accumulated surplus (Note 9)	$ 9,198	$ 7,978

Contingent liabilities and commitments (Notes 12 and 13)

The accompanying notes are an integral part of the financial statements.

Approved by the Board:

Sydney O'Sullivan
Chairperson of the Board

Ethel Blondin-Andrew
Chairperson of the Finance Committee

AURORA COLLEGE
STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
for the year ended June 30, 2013
(in thousands of dollars)

	2013 Budget	2013 Actual	2012 Actual
Revenues			
Government contributions (Note 10)	$ 30,225	$ 37,324	$ 35,929
Project income			
Territorial government	4,453	4,015	4,099
Other third parties	2,607	2,316	3,204
Federal government	3,940	3,319	1,359
Tuition fees	1,103	1,920	2,149
Recoveries and other	349	756	706
Room and board	764	896	853
Interest income	30	95	103
	43,470	50,641	48,402
Expenses			
Financial and accounting services	1,605	1,744	1,694
Pooled services	2,988	5,163	6,361
Student services	8,488	9,334	8,294
Education and training	16,342	19,972	21,929
Community and extensions	11,243	10,344	8,552
Aurora Research Institute	2,804	2,864	2,061
	43,470	49,421	48,891
Annual (deficit) surplus	-	1,220	(489)
Accumulated surplus at beginning of year	7,978	7,978	8,467
Accumulated surplus at end of year	$ 7,978	$ 9,198	$ 7,978

The accompanying notes are an integral part of the financial statements.

AURORA COLLEGE
STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
for the year ended June 30, 2013
(in thousands of dollars)

	2013 Budget	2013 Actual	2012 Actual
Annual (deficit) surplus	$ -	$ 1,220	$ (489)
Effect of change in tangible capital assets			
Acquisition of tangible capital assets	-	(370)	(717)
Disposal of tangible capital assets	-	16	-
Amortization of tangible capital assets	451	967	931
	451	613	214
Effect of change in other non-financial assets			
(Increase) decrease in prepaid expenses	-	(363)	47
Increase (decrease) in net financial assets	451	1,470	(228)
Net financial assets at beginning of year	1,046	1,046	1,274
Net financial assets at end of year	**$ 1,497**	**$ 2,516**	**$ 1,046**

The accompanying notes are an integral part of the financial statements.

AURORA COLLEGE
STATEMENT OF CASH FLOWS
for the year ended June 30, 2013
(in thousands of dollars)

	2013	2012
Operating transactions		
Cash receipts from Territorial Government	$ 34,872	$ 35,734
Cash receipts from students and other third parties	5,309	4,553
Cash receipts from Federal Government	3,319	1,359
Cash paid for compensation and benefits	(26,663)	(27,189)
Cash paid to suppliers	(14,319)	(13,609)
Interest received	95	103
Cash provided by operating transactions	2,613	951
Capital transactions		
Acquisition of tangible capital assets	(370)	(717)
Proceeds from disposal of tangible capital assets	16	-
Cash used in capital transactions	**(354)**	(717)
Increase in cash and cash equivalents	**2,259**	**234**
Cash and cash equivalents at beginning of year	7,231	6,997
Cash and cash equivalents at end of year	**$ 9,490**	**$ 7,231**

The accompanying notes are an integral part of the financial statements.

1. AUTHORITY AND MANDATE

(a) Authority and purpose

Aurora College ("College") was established under the *Aurora College Act* and is named as a territorial corporation under the *Financial Administration Act* of the Northwest Territories. The College is exempt from income taxes.

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). The programs are directed specifically to the northern environment and the needs of individual northerners, the workforce and northern communities. To accomplish this, courses and services are delivered at campuses and communities throughout the NWT. Through the work of the Aurora Research Institute, the College is responsible for the facilitation and preparation of research activity in the NWT.

(b) Contributions from the Government of the Northwest Territories

The College receives contributions from the Government of the Northwest Territories (Government) as set out in the Government's Main Estimates and adjusted by supplementary appropriations. The contributions are to be utilized for the administration and delivery of the College's adult and post-secondary education programs in the NWT. The College is allowed to retain all surpluses and is responsible for all deficits.

The College is economically dependent upon the contributions received from the Government for its ongoing operations.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared by management in accordance with Canadian public sector accounting standards ("PSAS") as established by the Public Sector Accounting Board of the Canadian Institute of Chartered Accountants. The following is a summary of the significant accounting policies.

a) Measurement uncertainty

The preparation of financial statements in accordance with PSAS requires the College to make estimates and assumptions that affect the amounts of assets, liabilities, revenues and expenses reported in the financial statements. By their nature, these

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

a) Measurement uncertainty (continued)

estimates are subject to measurement uncertainty. The effect on the financial statements of changes to such estimates and assumptions in future periods could be significant, although, at the time of preparation of these statements, the College believes the estimates and assumptions to be reasonable. Some of the more significant management estimates relate to the allowance for doubtful accounts, employee future benefits, amortization, and revenues accruals.

b) Tangible capital assets

Tangible capital assets transferred to the College when it was established were recorded at their estimated fair market value. Subsequent acquisitions are recorded at cost. Tangible capital assets are amortized over their estimated remaining useful lives on a straight-line basis at the following annual rates:

Mobile equipment	3 to 20 years
Building additions and renovations	20 years
Furniture and equipment	2 to 10 years
Leasehold improvements	over the remaining term of the lease

c) Employee future benefits

i) Pension benefits

All eligible employees participate in the Public Service Pension Plan administered by the Government of Canada. The College's contributions reflect the full cost as employer. This amount is currently based on a multiple of an employee's required contributions and may change over time depending on the experience of the Plan. The College's contributions are expensed during the year in which the services are rendered and represent the total pension obligation of the College. The College is not currently required to make contributions with respect to any actuarial deficiencies of the Public Service Pension Plan.

ii) Employee severance and removal benefits

Employees are entitled to severance benefits and reimbursement of removal costs, as provided under labour contracts and conditions of employment, based upon years of service. The benefits are paid upon resignation, retirement or death of an employee.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

ii) Employee severance and removal benefits (continued)

The cost of these benefits is accrued as employees render the services necessary to earn them. Termination benefits are also recorded when employees are identified for lay-off. The cost of the benefits has been determined based on management's best estimates using the expected compensation level and employee leave credits.

d) Government contributions

Effective 1 July 2011, the College adopted the revised PS 3410 Government Transfers section. Government funding is recognized as revenue when the funding is authorized and all eligibility criteria are met, except to the extent that funding stipulations give rise to an obligation that meets the definitions of a liability.

The College receives its annual appropriation from the Government on a monthly basis based on the approved yearly cash flow. These contributions are recognized as revenue in the period in which the funding relates once all eligibility criteria have been met and it has been authorized.

e) Government contributions – services received without charge

The Government provides certain services without charge to the College. The estimated value of these services are recognized as expenses with an offsetting credit to revenues in order to reflect the full cost of the College's operations in its financial statements.

f) General revenues

Tuition fees, room and board, interest income, and other income are recognized on an accrual basis as they are earned.

g) Project income and deferred project income

The College provides education and research services to private companies, federal and territorial government departments, agencies, and corporations through contractual arrangements. Payments received under these contracts for which the development and delivery of courses and projects are not completed are recorded as deferred project income until completion in accordance with the stipulations of these agreements.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

g) Project income and deferred project income (continued)

Revenue from federal and territorial government departments, agencies and corporations is recorded once the eligibility criteria are met; the payments are authorized, except to the extent that funding stipulations give rise to an obligation that meets the definitions of a liability.

h) Contract services

Contract services acquired by the College include printing services, software development, food service contracts, instruction contracts, leases and rental agreements. These amounts are recognized as expenses in the year the services are rendered.

i) Contingent liabilities

A contingent liability is a potential liability which may become an actual liability when one or more future events occur or fail to occur. To the extent that the future event is likely to occur or fail to occur, and a reasonable estimate of the loss can be made, an estimated liability is accrued and an expense recorded. If the likelihood is not determinable or an amount cannot be reasonably estimated, the contingency is disclosed in the notes to the financial statements.

j) Prepaid expenses

Prepaid expenses are charged to expense over the periods expected to benefit from it.

k) Funds and reserves

Certain amounts, as approved by the Board of Governors, are set aside as reserves in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are recorded when approved.

l) Financial instruments

Effective 1 July 2012 the College adopted Public Sector Accounting Standard (PS) 3450 – Financial instruments. This Section establishes standards for recognizing and measuring financial assets, financial liabilities and derivatives. There were no significant impacts of adopting this standard for the year ended 30 June 2013.

In accordance with PS 3450, financial statements of prior years and comparative

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

l) Financial instruments (continued)

information in these financial statements have not been restated upon adoption of this standard. Financial instruments are identified by financial asset and financial liability classifications.

The College's financial assets include cash and cash equivalents and accounts receivable which are both measured at cost. Financial liabilities include accounts payable and accrued liabilities and due to Government of the Northwest Territories which are both measured at cost.

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations and Accumulated Surplus. The allowance for doubtful accounts is based on management's best estimate of probable losses. The allowance is calculated based on a percentage of specific aged receivables where management believes an impairment has occurred. The allowance is shown as a reduction to accounts receivable. Management recommends write-offs of student accounts that are deemed uncollectible. Student and other receivables related to write-offs are submitted to the Board of Governors for their approval. Any write-offs greater than $20,000 must be submitted to the Financial Management Board for approval.

3. FUTURE ACCOUNTING CHANGES

Liability for Contaminated Sites, Section PS 3260
PSAB released Section PS 3260 – Liability for Contaminated Sites. This new Section establishes recognition, measurement and disclosure standards for liabilities relating to contaminated sites of governments and those organizations applying the CICA Public Sector Accounting Handbook.

This Section is effective for fiscal periods beginning on or after April 1, 2014.

The College expects to adopt these standards for the year ending June 30, 2015 and is in the process of evaluating the impact of the transition on the financial statements.

4. CASH AND CASH EQUIVALENTS

The College's cash balances are pooled with the Government of the Northwest Territories' surplus cash and are invested in a diversified portfolio of high-grade short term income producing assets. The cash can be withdrawn at any time and is not

4. CASH AND CASH EQUIVALENTS (continued)

restricted by maturity dates on investments made by the Government of the Northwest Territories. The Department of Finance approves the eligible classes of securities, categories of issuers, limits and terms. All instruments, depending on their investment class, are rated R-2 High or better by the Dominion Bond Rating Service Ltd. The College's average annual investment yield for the year ended June 30, 2013 was 1.10% (2012 – 1.10%).

5. ACCOUNTS RECEIVABLE

	2013 (in thousands)			2012
	Accounts Receivable	Allowance	Net	Net
Project income:				
Government	$ 801	$ 94	$ 707	$ 1,034
Other	1,882	205	1,677	1,218
Students	306	214	92	85
Advances	-	-	-	-
	$ 2,989	$ 513	$ 2,476	$ 2,337

6. EMPLOYEE FUTURE BENEFITS

i) Pension benefits
The College and all eligible employees contribute to the Public Service Pension Plan. This pension plan provides benefits based on years of service and average earnings at retirement. The benefits are fully indexed to the increase in the Consumer Price Index.

The College's and employees' contributions to the Public Service Pension Plan for the year were as follows:

	2013 (in thousands)	2012
College's contributions	$ 2,384	$ 2,447
Employees' contributions	1,381	1,340
	$ 3,765	$ 3,787

6. EMPLOYEE FUTURE BENEFITS (continued)

i) Pension benefits (continued)

On January 1, 2013 the yearly maximum pension earnings for Canada Pension Plan (CPP) purposes increased to $51,100 from $50,100 in 2012. Employees' contributions are calculated at a rate of 6.85% (2012 – 6.2%) for amounts up to the yearly maximum CPP earnings stated above and at a rate of 9.2% (2012 – 8.6%) for amounts above the yearly maximum CPP earnings. The College's contributions are calculated at an amount of 1.643 (2012 – 1.74) times the amount of employees' contributions.

ii) Employee severance and removal benefits

The College provides severance benefits to its employees based on years of service and final salary. The College also provides removal assistance to eligible employees, as provided under labour contracts. This benefit plan is not pre-funded and thus has no assets, resulting in a plan deficit equal to the accrued benefit obligation. Future benefits will be paid out of future appropriations.

Information about the plan, measured as at the Statement of Financial Position date, is as follows:

	2013	2012
		(in thousands)
Accrued benefit obligation, beginning of year	$ 1,859	$ 1,711
Cost for the year	181	280
Benefits paid during the year	(70)	(132)
Accrued benefit obligation, end of year	$ 1,970	$ 1,859

7. PROFESSIONAL DEVELOPMENT FUND

Under collective agreements, the College is required annually to make available a specific amount of funding, against which approved instructor professional development expenses are charged. The balance represents the accumulated unspent amount of the College's obligation to instructors.

Information about the fund is as follows:

	2013	2012
		(in thousands)
Professional development fund, beginning of year	$ 1,797	$ 1,593
Contributions	442	420
Recovery of funds	17	-
Professional development paid during the year	(349)	(216)
Professional development fund, end of year	$ 1,907	$ 1,797

8. TANGIBLE CAPITAL ASSETS

June 30, 2013	Mobile equipment	Building additions and renovations	Furniture and equipment	Leasehold improvements	2013 Total	2012 Total
Cost						
Opening balance	$ 5,142	$ 1,991	$ 6,967	$ 2,253	$ 16,353	$ 15,636
Additions	-	-	238	132	370	717
Disposals	(8)	-	(8)	-	(16)	-
Closing balance	5,134	1,991	7,197	2,385	16,707	16,353
Accumulated amortization						
Opening balance	2,171	1,444	4,445	1,636	9,696	8,765
Amortization	233	99	507	128	967	931
Disposals	-	-	-	-	-	-
Closing balance	2,404	1,543	4,952	1,764	10,663	9,696
Net book value	$ 2,730	$ 448	$ 2,245	$ 621	$ 6,044	$6,657

9. ACCUMULATED SURPLUS

The accumulated surplus balance includes the net book value of tangible capital assets transferred to the College when it was established and the results of operations since that date. The following appropriations have been made from accumulated surplus:

	(in thousands)				
Reserves	**Balance, opening July 1, 2012**	**Net results of operations**	**Appropriated**	**Used in operations**	**Balance, ending June 30, 2013**
a) Mallik research reserve	$ 100	$ -	$ -	$ -	$ 100
b) Northern strategic research reserve	481	-	-	-	481
c) Program delivery	300	-	-	-	300
d) Research & development	129	-	1	-	130
e) HEO replacement & maintenance	140	-	-	-	140
f) Restricted donations	35	-		-	35
Total reserves	1,185	-	1	-	1,186
Operating surplus (deficit)	6,793	1,220	(1)	-	8,012
Total accumulated surplus	$ 7,978	$ 1,220	$ -	$ -	$ 9,198

9. ACCUMULATED SURPLUS (continued)

a) Mallik research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside to complete the scientific publishing.

b) Northern strategic research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside for strategic research conducted in the north which will benefit northerners.

c) Program delivery

This appropriation is established to cover program costs contemplated in the annual Programs and Services Proposal prepared by the College, for which Government funding has not been approved. Allocations to and from this appropriation must be approved by the Board of Governors.

d) Research & development

This appropriation is established to help fund research and development of the Research Associate and Fellowship programs at the Aurora Research Institute (ARI). Annually all unencumbered ARI administration revenue after fulfillment of third party contracts is transferred to this appropriation. Use of the appropriation must be approved by the Research Advisory Council.

e) HEO (Heavy Equipment Operator) replacement & maintenance

This appropriation is established to help fund replacement and maintenance of the HEO program heavy equipment. Annually net equipment rental fees charged to the third party contractors for HEO courses are transferred to this appropriation. Use of the appropriation must be approved by the Board of Governors.

f) Restricted donations

From time to time, the College receives donations from individuals and corporations with conditions attached to them. In order to ensure that the wishes of the contributors are carried out, the donations are transferred to restricted donations until the conditions are met.

10. GOVERNMENT CONTRIBUTIONS

	2013	2012
	(in thousands)	
Operating contributions	$30,225	$29,386
Capital contributions	361	580
Services received without charge (Note 11)	6,738	5,963
	$37,324	$35,929

11. RELATED PARTIES

The College is related in terms of common ownership to all Government created departments, territorial corporations and public agencies. The College enters into transactions with these entities in the normal course of business at normal trade terms.

Accounts receivable and accounts payable

The College has Government receivables from tuition revenue, contract revenue and the base funding contribution. The College also owes funds to the Government from administrative agreements for facility operating and utility costs, employee benefits and other expenses.

	2013	2012
		(in thousands)
Accounts receivable (Note 5)	$ 801	$ 1,126
Amounts due to the Government	$ 1,817	$ 1,097

Expenses

Under the terms of administrative agreements, the Government charges for certain support services provided to the College. The College reimbursed the Government $926,000 (2012 – $657,000) for facility operating and utility costs, employee benefits and other expenses recorded in these statements.

Services received without charge

During the year, the College received without charge from the Government services including utilities $2,392,000 (2012 – $1,807,000) and repairs and maintenance $1,631,000 (2012 – $1,539,000).

11. RELATED PARTIES (continued)

Services received without charge (continued)

Payroll processing, insurance and risk management, legal counsel, construction management, records storage, computer operations, asset disposal, project management, and translation services were also provided to the College without charge. These services would have cost the College an estimated $334,000 (2012 – $352,000) based on the exchange amount confirmed by the related parties.

The College also receives from the Government, without any rental charges, the use of facilities for two of its campuses, certain student housing units and community learning centres. The use of these facilities would have cost the College an estimated $2,335,000 (2012 – $2,218,000) based on the Government's amortization expense for these assets.

The Government also pays for medical travel costs for the College. The medical travel costs paid by the Government on behalf of the College for the period amounted to $45,000 (2012 – $ 47,000).

These services without charge have been recognized as a government contribution – services received without charge (Note 10) and included in the following expenses:

	2013	2012
	(in thousands)	
Contract services	$ 334	$ 352
Repairs and maintenance	1,631	1,539
Building utilities	2,393	1,807
Building leases	2,335	2,218
Medical travel	45	47
	$ 6,738	$ 5,963

12. CONTINGENT LIABILITIES

The College is subject to claims and lawsuits arising in the ordinary course of operations. While the outcome of these matters is subject to future resolution, management's evaluation and analysis of such matters indicates that, individually and in the aggregate, the probable ultimate resolution of such matters will not have a material financial impact on the College's financial position, results of operations or liquidity.

13. COMMITMENTS

In addition to facilities provided by the Government, the College has operating leases and service agreements for student accommodation, classroom space, office equipment and other services and is committed to basic payments as follows:

	(in thousands)
2014	$ 4,996
2015	1,970
2016	1,582
2017	1,122
2018	1,105
2019 to 2020	1,598
	$ 12,373

14. FINANCIAL RISK MANAGEMENT

The College's financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, due to Government of the Northwest Territories and are measured at cost. The Corporation has exposure to the following risks from its use of financial instruments:

a) Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting its obligations associated with its financial liabilities. The College manages its liquidity risk by regularly monitoring forecasted and actual cash flows. The College does not believe that it will encounter difficulty in meeting its future obligations associated with its financial liabilities.

b) Credit risk

The College is exposed to credit risk on its cash equivalents and accounts receivable.

Cash equivalents

Credit risk on cash equivalents arises from the possibility that the counterparty to the instrument fails to meet their obligations. In order to manage this risk, the College only invests in high quality short term income producing investments. The maximum exposure to credit risk is $8,839,000 (2012 - $4,814,000).

Accounts receivable

Credit risk on accounts receivable arises from the possibility that the customer fails to meet their obligations. This risk is influenced by the type of debtor and at 30 June 2013 the College's debtors are the Government of the Northwest Territories, students, and others.

In order to manage this risk, the College monitors the age of accounts receivable and initiates collection action. Credit exposure is minimized by dealing mostly with creditworthy counterparties such as government agencies and the College also enforces approved collection policies for student accounts. The maximum exposure to credit risk is $2,476,000 (2012 - $2,337,000).

14. FINANCIAL RISK MANAGEMENT (continued)

At 30 June 2013 there are accounts receivable past due but not impaired. These amounts for students is 31-60 days $30,000, 61-90 days $6,000 and over 90 days $23,000. These amounts for the Government and for other parties are shown below.

	91-365 days	1 to 2 years	over 2 years
Government	$354,000	$1,000	Nil
Other third parties	$244,000	$151,000	Nil

The College establishes an allowance for doubtful accounts that reflects the estimated impairment of accounts receivable. The allowance is based on specific amounts and is determined by considering the College's knowledge of the financial condition of customers, the aging of accounts receivable, current business condition and historical experience.

c) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The College is exposed to interest rate risk in that changes in market interest rates will cause fluctuations in the interest revenue from cash equivalents. This risk is not significant due to the short terms to maturity of cash equivalents.

Although management monitors exposure to interest rate fluctuations, it does not employ any interest rate management policies to counteract interest rate fluctuations.

The College is not exposed to significant currency or other price risk.

15. FAIR VALUE OF FINANCIAL ASSETS AND LIABILITIES

The fair values of the cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities and due to Government of the Northwest Territories approximate their carrying amounts because of the short term to maturity.

16. COMPARATIVE FIGURES

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

17. SEGMENT DISCLOSURE

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). For management reporting purposes the College's operations and activities are organized and reported by funds. Funds were created for the purpose of recording specific activities to attain certain objectives in accordance with the budget, strategy and work plan, restrictions or limitations. The College's services are provided by departments and their activities are reported in these funds.

Certain departments that have been separately disclosed in the segmented information, along with the services they provide, are as follows:

Finance and accounting
Finance's role is to ensure the long term viability of the College including the preparation and controls over the budgets, financial reporting, the implementation and oversight of financial controls, and management of the cash flows. Finance includes the functioning of the head office and regional offices.

Pooled services
This represents College wide expenditures which are required for the global operation. These represent allocation of costs related to professional development, amortization, cost of employee future benefits, and costs for the President's Office. The Office of the President includes services related to the operations of the College, plus communications and public relations. The Office of the President is mandated to manage the daily operations of the College, pursue its missions and vision, and develop and implement a strategic plan to ensure the long term success of the College.

Student services
Student services include Fort Smith, Yellowknife, and Inuvik locations facilities and the registrar and regional admission offices.

17. SEGMENT DISCLOSURE (continued)

Education and training

Education and training includes the vice-president education and training, school of trades, school of education, school of business and leadership, school of health and human services, school of arts and science, information systems and technology, and the library.

Community and extensions

Community and extensions represents special programs and additional resources provided to the communities through the College. This includes the school of developmental studies, the Beaufort Delta region, the Sahtu region, the Dehcho region, the Tlicho region, and the Akaitcho and South Slave region.

Aurora Research Institute

Through the work of the Aurora Research Institute, the College is also responsible for the facilitation and preparation of research activity in the NWT.

Aurora College
Segmented disclosures
June 30, 2013

For the period ended June 30, 2013	Financial and accounting (in thousands)	Pooled services ** (in thousands)	Student services (in thousands)	Education and training (in thousands)	Community and extensions (in thousands)	Aurora Research Institute (in thousands)	2013 Total (in thousands)	2013 Budget (in thousands)	2012 Total (in thousand
Revenues									
Government contributions	$ 1,575	$ 5,074	$ 7,586	$ 14,676	$ 6,867	$ 1,546	$ 37,324	$ 30,225	$ 35,929
Project income									
Territorial government	-	-	112	2,920	814	169	4,015	4,452	4,099
Other third parties	26	(50)	24	1,761	188	387	2,316	2,607	3,204
Federal government	-	-	-	40	2,634	645	3,319	3,940	1,359
Tuition fees	-	-	49	1,187	684	-	1,920	1,103	2,149
Recoveries and other	89	337	80	59	48	143	756	349	706
Room and board	-	-	774	-	-	122	896	764	853
Interest income	95	-	-	-	-	-	95	30	103
	1,785	5,361	8,625	20,643	11,215	3,012	50,641	43,470	48,402
Expenses									
Compensation and benefits	1,481	1,000	3,721	11,376	7,680	1,791	27,049	28,330	28,162
Building leases	-	4	4,381	2,336	29	-	6,750	4,381	6,283
Materials and supplies	27	358	167	650	216	98	1,516	1,968	1,816
Utilities	-	-	125	2,395	13	9	2,542	180	1,942
Contract services	51	351	139	517	352	667	2,077	4,080	1,904
Repairs and maintenance	1	1,639	474	220	85	20	2,439	-	2,256
Small equipment	6	2	67	286	89	28	478	180	422
Fees and payments	53	584	58	697	156	68	1,616	1,532	1,482
Travel and accommodation	58	96	94	583	420	88	1,341	1,838	1,344
Professional services	-	1	11	739	1,142	7	1,900	-	1,156
Amortization of tangible capital assets	-	967	-	-	-	-	967	451	931
Communication, postage and freight	67	159	97	173	162	88	746	532	1,193
	1,744	5,163	9,334	19,972	10,344	2,864	49,421	43,470	48,891
Annual surplus (deficit)	$ 41	$ 198	$ (709)	$ 671	$ 871	$ 148	$ 1,220	$ -	$ (489)

** Pooled Services includes the revenues and expenses for the President's Office